

“INVESTING IN THE FUTURE”

STRATEGIC PLAN

OF THE

BOARD OF REGENTS

STATE OF IOWA

1998 - 2003

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PURPOSE AND OVERVIEW STATEMENT

The **purpose** of this booklet is to provide background information and a map for achieving the objectives of the Strategic Plan of the Board of Regents, State of Iowa. It is the most comprehensive action-oriented plan the Board has ever developed.

It is the result of a combined and ongoing effort by all nine Regents, the Board Office staff, and the top administrators of the three Regent universities and two special schools. It describes the current Regent enterprise, its aspirations, and how to achieve its objectives.

It is geared to objectives for both the current year and for five years into the future. It is also influenced by long-standing policies and guidelines from both the Procedural Guide and the Regents' vision for the future.

MISSION STATEMENT

The Board of Regents will be an exemplary model of governance and stewardship of resources of Regent institutions.

The Board establishes, coordinates and advances the individual mission and vision of each Regent institution and strives to meet the educational needs of Iowans in concert with Iowa's other educational institutions.

The Board has the responsibility for assuring effective relations with the various external constituencies of the Board of Regents, and the long-term development of the capacity of the Regent institutions to achieve their missions.

The Board challenges its institutions to become the best public education enterprise in the United States through the unique teaching, research and outreach programs established for each university and school.

Adopted January 20, 1998
by the Board of Regents

RESPONSIBILITIES STATEMENT

Statutory Expectation

The Board of Regents, State of Iowa, was created in 1909 to perform two functions: govern and coordinate the functions of the state institutions under its jurisdiction. Chapter 262 of the Code of Iowa authorizes the Board to “*have and exercise all powers necessary and convenient for the effective administration of its office and of the institutions under its control . . .*” The Board oversees the State University of Iowa, Iowa State University of Science and Technology, University of Northern Iowa, Iowa School for the Deaf, and Iowa Braille and Sight Saving School as the governing board responsible for the overall operation of the five institutions.

Operational Stewardship

The Board is responsible for the unique role of the Regent universities to provide stewardship for quality teaching, research, and service to the citizens of Iowa, including undergraduate, graduate, and professional programs in a variety of fields. The Board also is responsible for ensuring quality programs for the deaf and visually impaired at the pre-collegiate level. In all areas of responsibility, the Board is responsible for appropriate and effective articulation with other sectors of postsecondary, secondary, and elementary education in the state. In addition, the Board’s responsibilities include ongoing coordination between and among the Regent institutions, and between the Regent institutions and other organizations and agencies responsible for related educational functions. Together with other boards and agencies responsible for aspects of education, such as the Department of Education and the Iowa College Aid Commission, the Board of Regents is responsible for interagency coordination and overall planning for postsecondary and special education in the state. (Board of Regents Minutes, April 12-13, 1989, pp. 721-725.)

In its role as the Board of Trustees for the University of Iowa Hospitals and Clinics (UIHC), the Board is responsible for reviewing periodic reports on planning, programs, operation, and finance, and for governing the UIHC. As provided in the Bylaws approved for the UIHC, the Chief Executive Officer of the UIHC shall submit, through the president of the university, reports to the Board of Regents in its capacity as the Board of Trustees for the UIHC at least quarterly. (Board of Regents Minutes, April 21, 1993, p. 717.)

Adopted January 20, 1998
by the Board of Regents

VISION STATEMENT

The Board of Regents expects its public education enterprise to become the best in the United States.

The Board of Regents will be seen as the nation's higher education leader in developing the best-educated state in the nation, in creating new knowledge that demonstrably improves the quality of life for Iowans, and in employing the resources of the Regent institutions to serve the needs of Iowa and the world.

Adopted January 20, 1998
by the Board of Regents

VALUES STATEMENT

The values nurtured by the Board of Regents flow from the trust bestowed by the people of Iowa and the Board's educational mission. The Board values learning, knowledge, access, and public service. The Board values academic freedom, and in every endeavor upholds the value of uncompromised integrity, conforming to the highest standards of ethics, honesty, trust, fairness, civility, and compassion.

The Board values its linkages with the Regent institutions and the synergies gained from communication links among the institutions themselves.

The Board values quality and pursuit of excellence in a diverse educational community. The Board embraces the value of dedication to educational and public service of the highest standard. The Board values strategic planning, stewardship, and accountability in all activities of the Board and the Regent institutions.

Adopted January 20, 1998
(Amended March 16, 2000)
by the Board of Regents

CULTURE STATEMENT

How we do things

Governance through Delegation

The overall authority to govern the Regent institutions is fully vested in the Board of Regents. The Board delegates appropriate authority to the institutional heads who are the university presidents and the special school superintendents. Institutional governance structures are developed, with Regent oversight of operations and management. Effective management practices marked by continuous self-examination and improvement are intrinsic to the Board's operational culture.

Nurturing Environment

The Board is committed to a nurturing environment for the recruitment (where appropriate) and retention of high-quality, diverse faculty, staff and students. The Board believes that individual and collective accomplishments are enhanced by an environment characterized by collaboration of expertise, and cultivation of common as well as unique and individual interests.

Academic Freedom

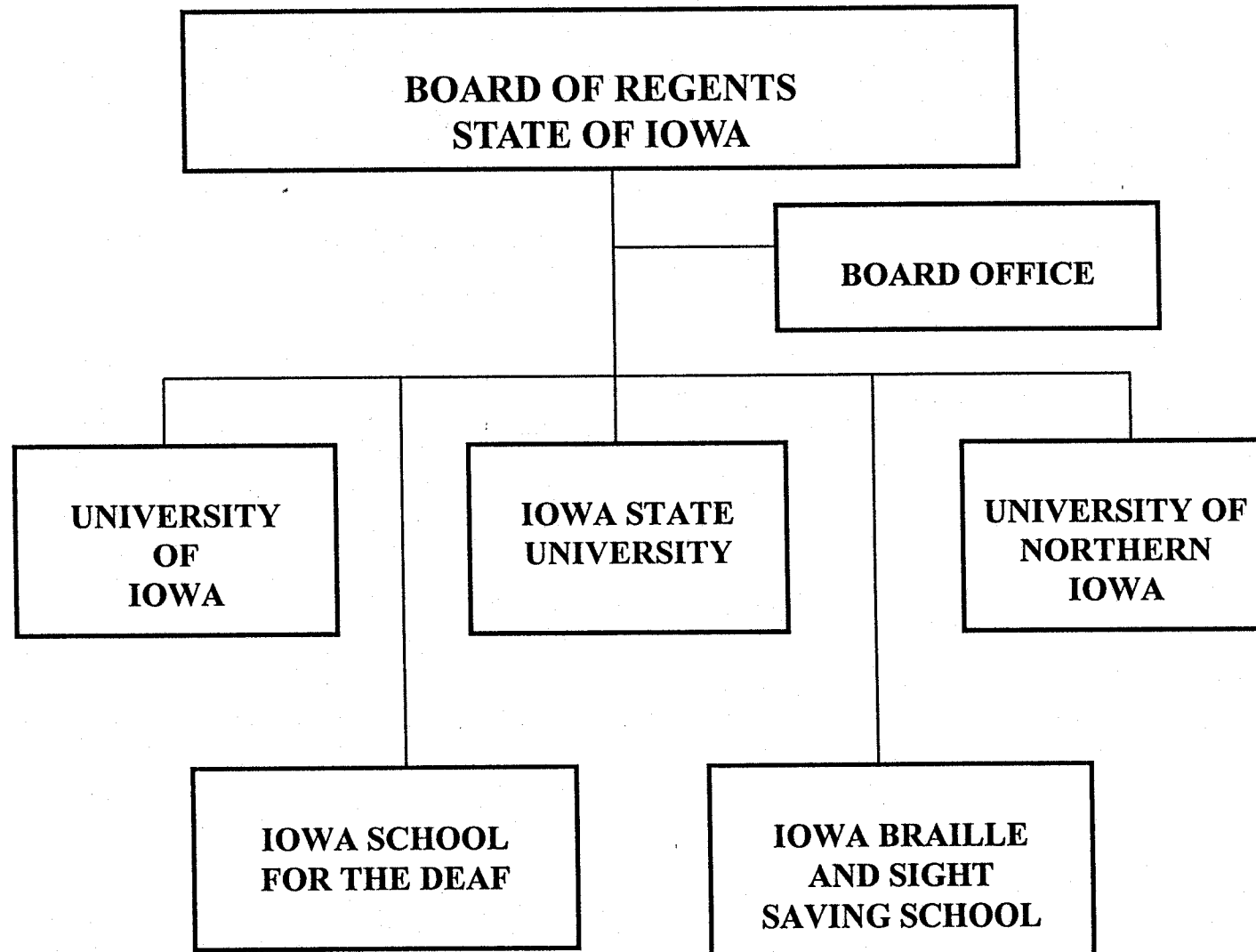
The Board of Regents is committed to academic freedom as an integral part of an environment fostering excellence. The Board seeks an environment of critical thinking, free inquiry, and open communication marked by academic freedom, and opportunities for educational endeavors enriched by the presence and active participation of people from diverse backgrounds and cultures.

Effective Service

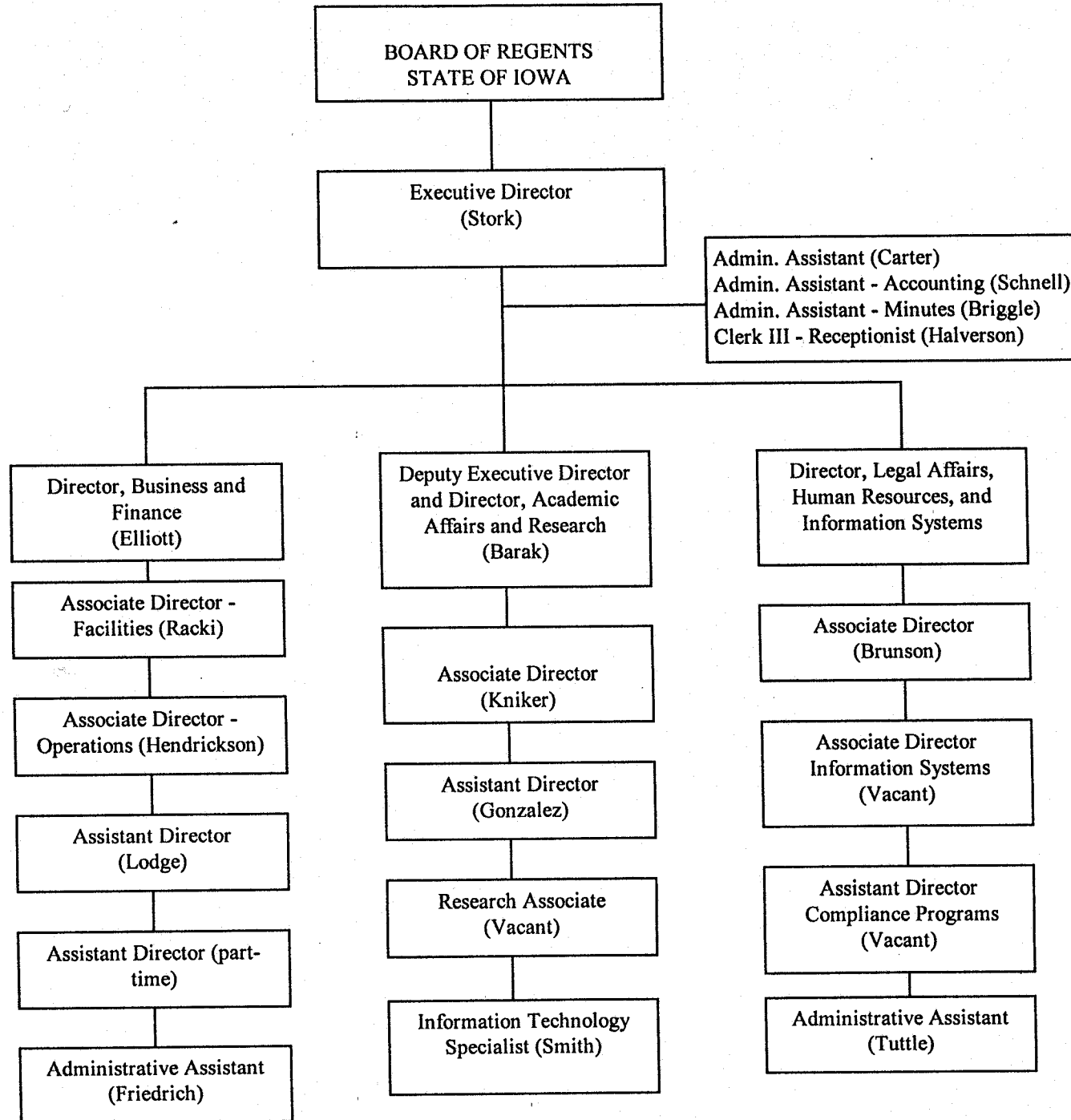
At the core of the Board's culture resides the commitment to effective and responsive service to appropriately meet the needs of the people of Iowa, the nation, and the world. The Board will proactively communicate to the state's constituencies and the public its efforts toward this service.

Adopted January 20, 1998
by the Board of Regents

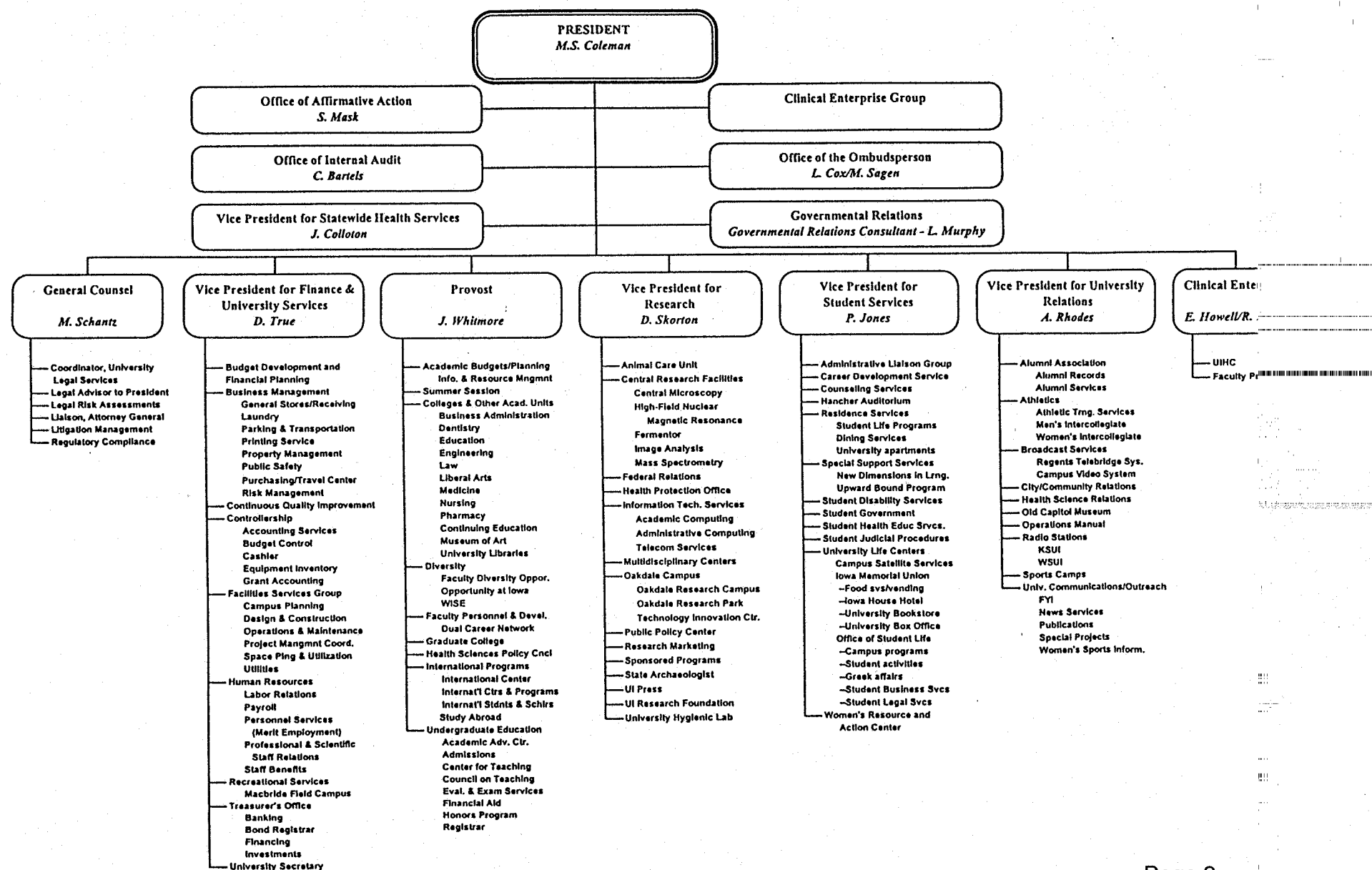
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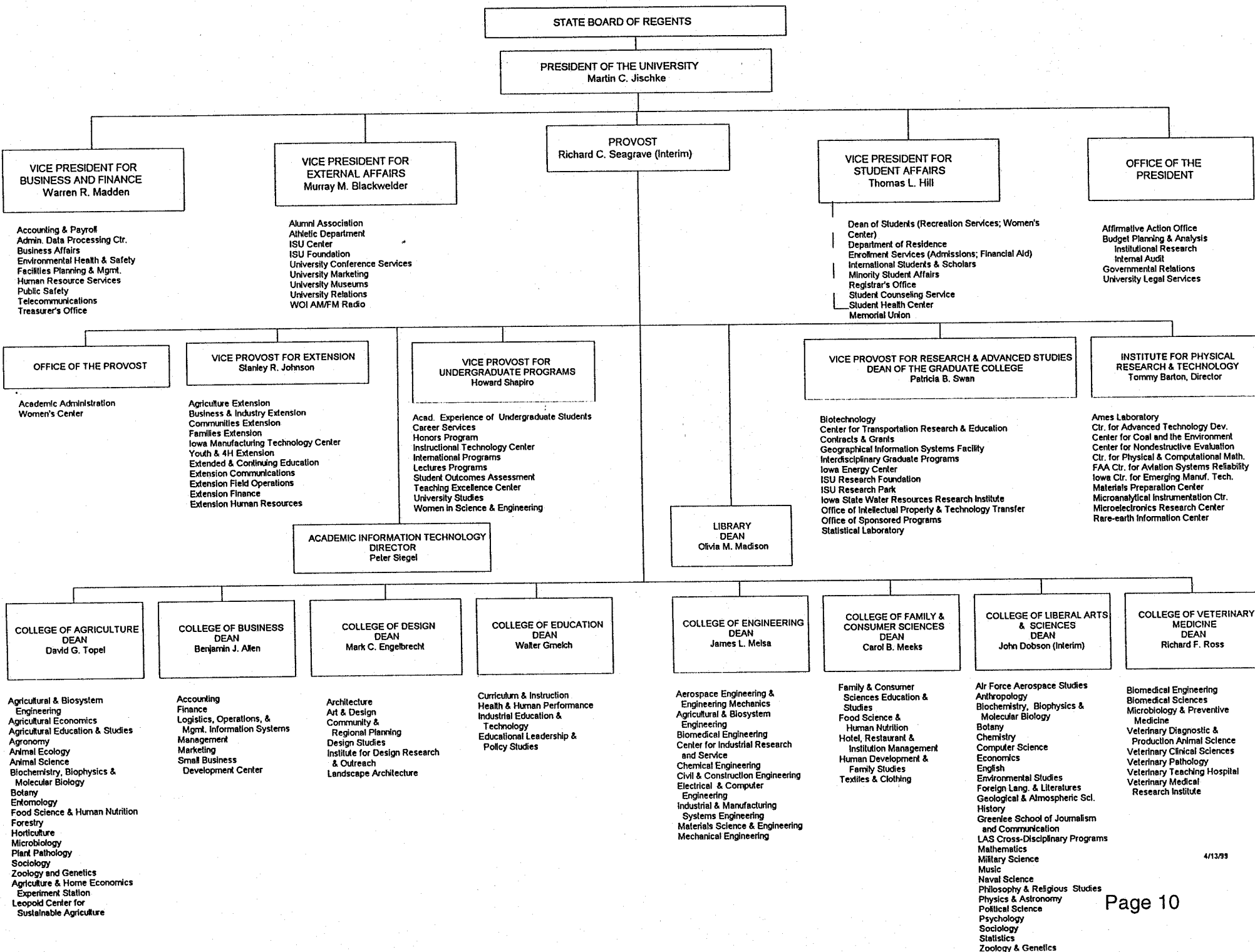
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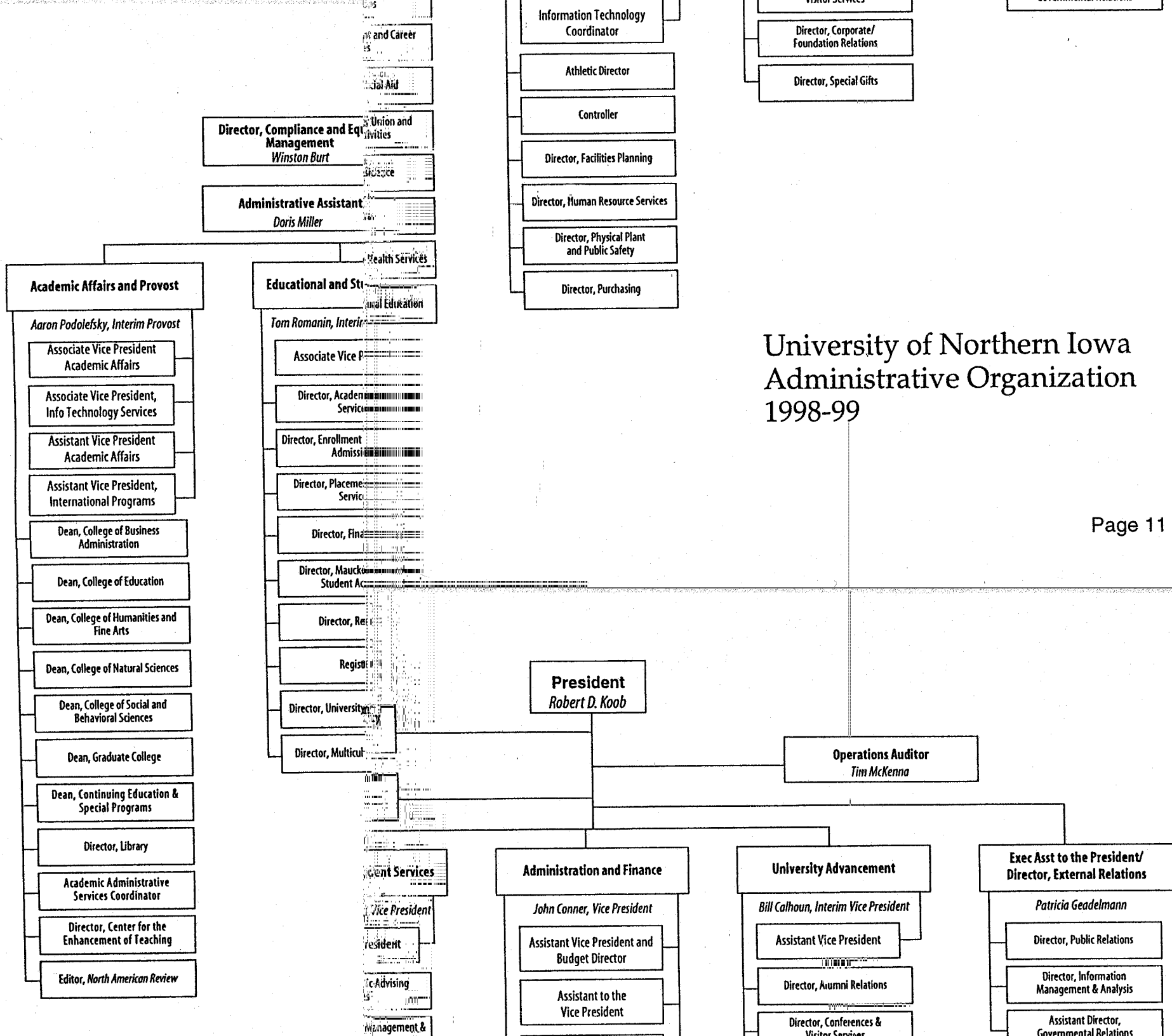


THE UNIVERSITY OF IOWA



IOWA STATE UNIVERSITY ORGANIZATION CHART

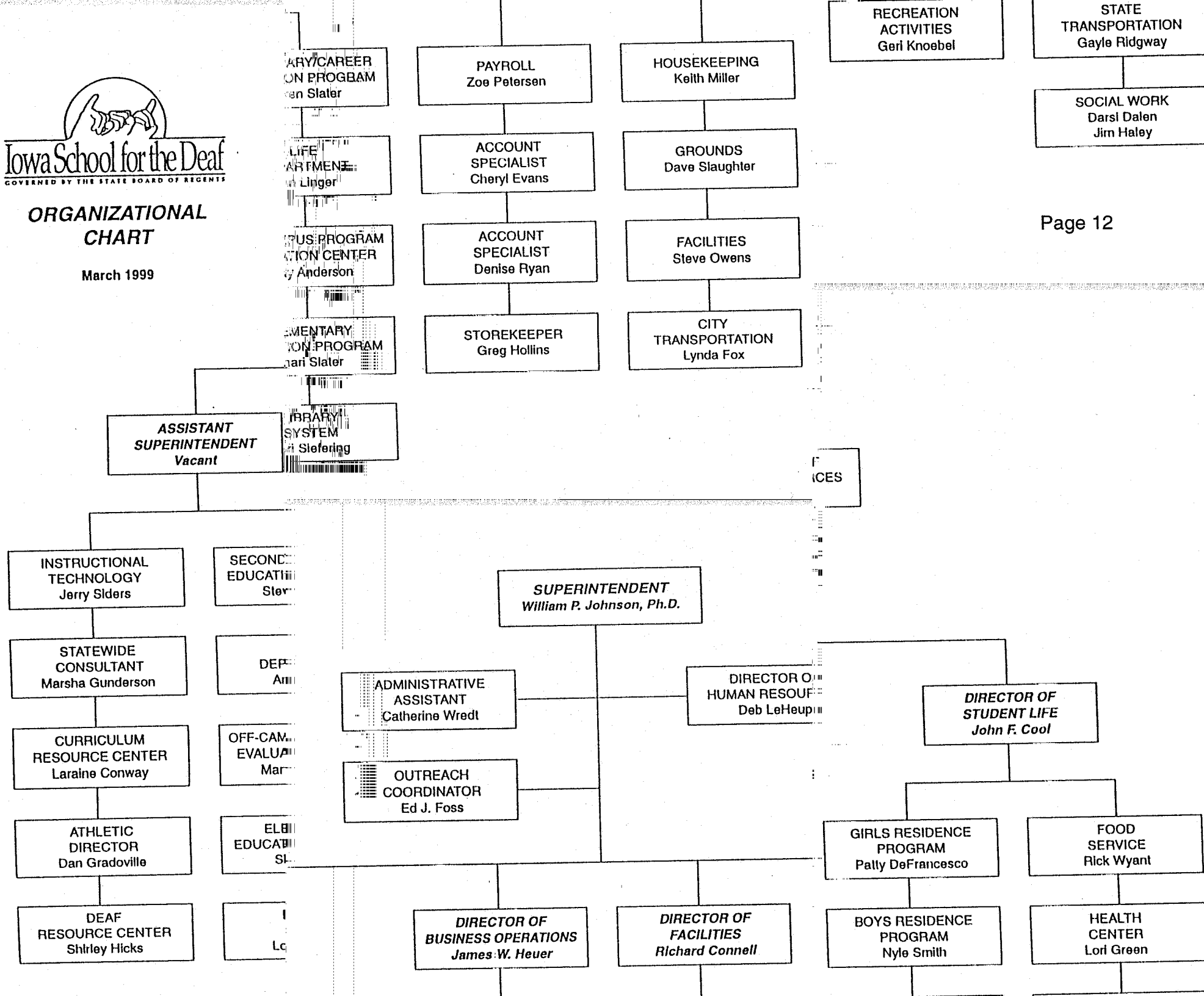




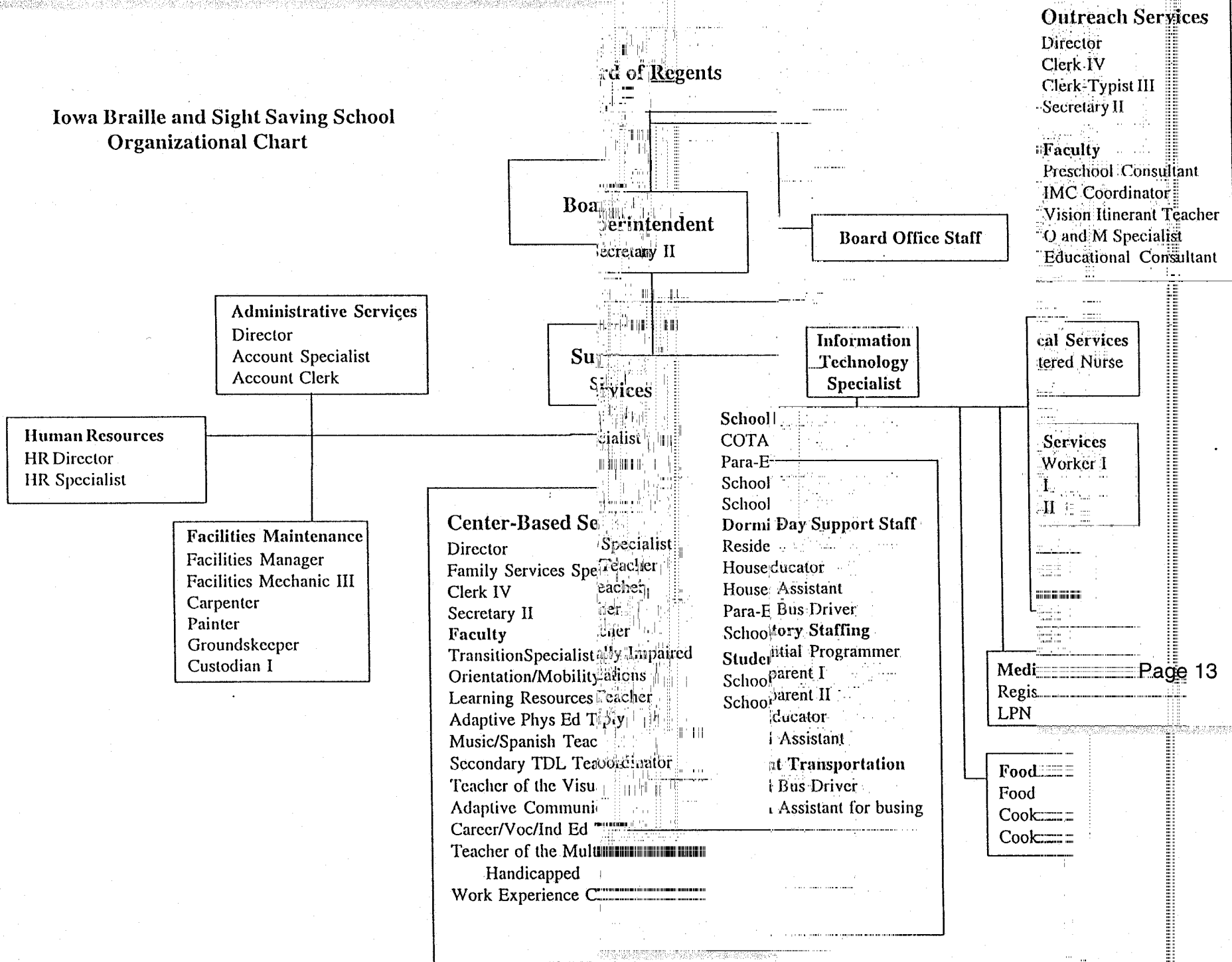


ORGANIZATIONAL CHART

March 1999



Iowa Braille and Sight Saving School Organizational Chart



Factors Impacting the Board of Regents and the Regent Universities and Schools

External Factors and Response Options

I. Economic

Changing Economic Conditions

- Cause greater economic pressures on students – larger debt per student
- Affect availability of student aid

Changing Nature of University Research

- Decline in federal funds for research by 2002 (26 percent projected reduction)
- Competition for research funds

Increasing Costs of University Operations

- Funding demands on the university enterprise including economic development

Increasing Competition for State Funds

- Leveraging state money with federal money and private money
- Competition for funds with minimum of red tape

Increasing Competition for Private Giving

- Ask for private money (synergistic process)
- Take advantage of generational transfer of wealth (investing in universities is “immortality issue”)

II. Social

Increasing Public Expectations of Universities

- Demand accountability
- Expect quality of life improvement by universities
- Expect that disabled persons will be fully functioning members of the university and community
- Maintain quality graduate education
- Meet higher student expectations
-

IV. Competition for Students and Faculty

Demanding Reform of Undergraduate Education

- Increased competition
- Changing sources of new knowledge
- Maintaining traditional education (liberal arts) in the face of demands for immediately applied skills
- Desire to be student-oriented versus traditional courses/knowledge-oriented, which causes tension
- Hiring at graduation
- Changing requirements of jobs forcing institutional changes
- Demand that four-year undergraduate degree requirements be met
- Balance community colleges, Regent institutions and independent colleges
- Reduce education to the lowest level
- Living, working and coping, which cause stress
- Demand complex changes, as in federal and state laws

Decreasing Number of Available Faculty

- Increasing competition for outstanding faculty

The Competitive Analysis

- Size - independent colleges are small
- The environment of independent colleges
- Financial aid offered by independent colleges
- Surrounding colleges -- Nebraska, Northwest Missouri State
- Prestige of other colleges
- Weather
- Moving away from home
- Dependence on undergraduate, graduate, teaching or research for competitive environment

Establishing a Competitive Advantage

- Balance cost and high quality
- Maintain a strong reputation in many disciplines
- Tout special schools--support services, vocational education, direct communication and intensity of services
- Reduce the importance of institutional status
- Establish a stable environment -- Midwest is good place to live and go to college
- Praise community colleges--cheaper, closer to home, transition to college relationship building with community colleges
- Commit state funds to education (60 percent of state budget)
- Excellent governing structure
- Develop international reputation among Regent institutions in many disciplines with little overlap
- Commit to basic education in Iowa

V. Geographic and Demographic

Becoming a More Global Economy and Society

- Increasing need for global education
- Result in greater dependence on government for existence

Internal Factors and Response Options

I. Institutional Environment

Form consensus among university community in meeting needs

- Emphasize student-centered experiences and quality of education with selected programs and course offerings.

Balance effectiveness and efficiency

- Maintain optimal institutional size for maximum efficiency and effectiveness.

Maintain institutional nimbleness in response to external pressure

Be all things to all people and maintain fundamental quality and soundness

Recognize the role of private interests in public institutions

Be acceptable to the public and to the universities

- Maintain positive institutional values in light of changing societal expectations.
- Undergo appropriate and timely institutional transformation.
- Provide just-in-time services to clients.

Clarify the role of faculty, staff and students in institutional governance

- Continue clarification and articulation of governance roles shared by faculty, staff, and students.

Develop and refine strategic plans with measurable benchmarks and accountability

- Focus on planning and accountability, including: benchmarking outcomes, targeting areas of focus and excellence, total quality improvement, increasing efficiencies and productivity through innovation and creativity.

Change health care environment

Regulate safety, environmental issues and risk management

Maintain quality

Protect the strong integrity of universities

II. Students

Manage enrollment and recruitment objectives: faculty; quality; access; diversity; accountability

Achieve buy-in on campus by diverse population involved

Changing student needs and expectations

Increasing alcohol abuse by students

Meet increased customer expectations quietly

Make programs accessible and successful to all regardless of disability

Meet the physical demands of students' adverse behavior

- Accommodate student expectations for quality of life, educational objectives, and job preparation.
- Increasing number of higher education students are expected to work while attending college.

Deliver systems-distance learning, collaboration

- Expect a growing need for university offerings through distance learning.
- Expect non-traditional and part-time student numbers to increase at universities.

Increasing importance of students in research efforts

- Accommodate new patterns of learning.
- Ensure that students can graduate in four years.
- Increased financial needs of students will continue to affect student body.
- Promote national recognition by offering high-quality education at relatively low cost.
- Remain competitive for the best academically prepared students through provision of merit-based aid packages.
- Monitor health-care issues for students and employees for cost and quality.
- Increase counseling and supportive services.
- Increased concerns for student safety as the surrounding community grows.
- Improve the aesthetic environment of the university, important for the recruitment of students (particularly those who have abundant options for college.)

III. Curricular

Monitor technology and productivity: Which model? How to measure? Expectations? Funding?

- Anticipate an increase in use of technology at all levels of education.
- Expect an increase in attention to student outcomes and competencies.
- Continue to value the liberal arts in the face of increased vocational expectations of students and parents.

Access and design learning structures for the students

- Transform the learning environment from teaching-centered to learning-centered.
- Respond to the needs of individual learners.
- Continue systematic and rigorous academic program reviews.

Maintain support of research for basic sciences vs. applied science

IV. Facilities/Equipment

Replace aging infrastructure and instructional equipment

Aging Buildings

- Deferred maintenance on aging buildings creating a maintenance gap

Deferred maintenance

- Maintain facilities and grounds in the face of aging buildings and limited resources.
- Meet the dilemma of restoration versus new construction.
- Accommodate new equipment and technology.
- Enhance the state of buildings and the adequacy of space for instructional and research purposes, important for recruiting and retaining faculty and staff.
- Upgrade instructional equipment continually, particularly in the sciences.
- Equip classrooms fully to handle state-of-the-art communications for teaching, involving high-speed fiber optical networks essential in every room in every building, including dormitories.
- Increase access to personal computing capability commensurate with curriculum requirements.
- Address increasing demands for distance-learning, serving the growing needs of non-traditional learners throughout Iowa.

V. Finances

Address administrative costs in meeting legal and other reporting activities--the cost of doing business

Invest in technology in addition to equipment and infrastructure

- Manage for stable state funding (as a portion of budget).

Reallocate resources- need for carefulness and political astuteness

- Increase emphasis on internal reallocations.

Adjust to federal funding cutbacks

Assure “value” in funded research

Address market-place funding issues

Address discretionary vs. non-discretionary funding

- *Develop the process needed for more discretionary options*
- *Relate to priority setting*
- *Require precision in how money will be spent*

Obtain incremental money for “hard to sell” activities

- Identify new sources of revenue that won't compromise institutional values.
- Maintain strong support of individual donors, seek leadership gifts and recognize foundations and corporations will become more central to fundraising.

Maintain financial health of clinical enterprise at University of Iowa

- Recognize the financial health of the clinical enterprise will be critical to the success of the health sciences and the university as a whole.
- Face the increased faculty pressures of patient care responsibilities while maintaining teaching and research productivity at University of Iowa.
- Managing value and markets will continue as the central focus at University of Iowa and University of Iowa Hospitals and Clinics.
- Retrain and redirect health-care professionals and support staff as necessary changes occur at University of Iowa and University of Iowa Hospitals and Clinics.

VI. Faculty and Staff

Meet the challenge of identifying technical and human resources needed to support quality faculty and staff

Define the faculty portfolio regarding teaching, research and service

- Develop new faculty models at the universities that define the appropriate balance of transmitting learning, scholarships, research, advising, service, etc.

Define quality and productivity

Maintain productivity to be assured money is used effectively

- Identify appropriate promotion guidelines for faculty and staff, based on performance measures, incentives, and rewards.
- Address critically insufficient diversity in faculty and staff appointments.

Find qualified faculty, staff and administrators in special schools (lack of programs and training)

Continue to evolve contract for faculty education (has evolved from a social contract to a business contract)

- Recruit and retain high-quality faculty and staff by intensifying the competition for faculty in selected disciplines and for minority faculty, and by keeping pace with peer universities in order to maintain and increase competitiveness in salaries and benefits.

Continue professional development of faculty and staff to meet changing needs

- Enhance and create new opportunities for professional development and advancement for both faculty and staff as a result of increasing interdisciplinary work and the quickening pace of technological change.

Develop effective ways of dealing with public pressure regarding tenure

- Implement strategic objectives by using early and phased retirements, and retraining faculty and staff to meet changing needs.

CRITICAL FACTORS FOR SUCCESS

These are factors that the Board of Regents must address in order to succeed in a highly competitive environment.

Maintain the Board of Regents' independence, authority, and governance autonomy as a whole.

Maintain effective and positive relationships with elected officials that flow from the trust of the people of Iowa.

Support and communicate the distinct missions of its five institutions working together to meet the state's needs.

Attract, hire and retain high-quality leadership (e.g., presidents, superintendents, and executive director) and provide a stable B1404.4(tu

Summary of Key Result Areas (KRAs)

- KRA 1.0.0.0 Become the best public education enterprise in the United States.**
- KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.**
- KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity, and ensure equal educational and employment opportunities.**
- KRA 4.0.0.0 Meet the objectives of the Board and institutional strategic plans, and provide effective stewardship of the institutions' state, federal, and private resources.**

Summary of Key Result Areas and Objectives

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

Objective 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.

Objective 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

- KRA 4.0.0.0** **Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.**
- Objective 4.1.0.0** **Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.**
- Objective 4.2.0.0** **Improve the operational effectiveness and efficiency of the institutions.**
- Objective 4.3.0.0** **Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.**
- Objective 4.4.0.0** **Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.**

Strategies and Action Steps

KEY RESULT AREA 1.0.0.0 QUALITY
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KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy 1.1.1.0 Strengthen undergraduate education at each Regent university and educational programs of the special schools.

Action Step 1.1.1.1 Increase the percentage of undergraduate courses taught by senior faculty.

Action Step 1.1.1.2 Ensure class size is appropriate for subject matter being taught.

Action Step 1.1.1.3 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.

Action Step 1.1.1.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.

Action Step 1.1.1.5 Each institution develop and implement English-language proficiency standards for all teaching assistants.

Action Step 1.1.1.6 Each university assess the quality of undergraduate students in the enrollment report.

Action Step 1.1.1.7 Special schools report to the Board annually on student outcomes.

Action Step 1.1.1.8 Each institution undertakes efforts to ensure that curricula reflect internationalization and enhance global awareness.

Strategy 1.1.2.0 Strengthen the quality of graduate and professional education at Regent institutions within the unique mission of each institution.

Action Step 1.1.2.1 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.

Action Step 1.1.2.2 Focus graduate programs to conform to unique missions of each university.

Action Step 1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs.

Action Step 1.1.2.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.

Action Step 1.1.2.5 Each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate).

Action Step 1.1.2.6 Each university report on the quality of professional and graduate students in the appropriate governance report.

Strategy 1.1.3.0 Include meritorious teaching in reward structure relating to salary increases, promotions, tenure, and professional development leaves.

Action Step 1.1.3.1 Implement and maintain faculty portfolios at Regent universities.

Action Step 1.1.3.2 Report data in the relevant governance reports and presentations to the Board.

Strategy 1.1.4.0 Strengthen research, creative work, and service by the Regent institutions.

Action Step 1.1.4.1 Each university enhance its research efforts consistent with its mission.

Action Step 1.1.4.2 Each university increase sponsored research consistent with its mission.

Action Step 1.1.4.3 Each institution increase its service to lowans, nation, and world.

Objective 1.2.0.0 Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.

Strategy 1.2.1.0 Assure the funding base is diverse and consistent with the Board's aspirations for institutional excellence.

Action Step 1.2.1.1 Each institution maintain the confidence and support of the public by utilizing existing financial resources efficiently and effectively.

Action Step 1.2.1.2 Continue the Board's long-standing practice of seeking state appropriations annually at a level at least 3 percentage points above growth in the Higher Education Price Index (HEPI).

Action Step 1.2.1.3 Establish tuition and fees annually not only to keep pace with HEPI but to support aspirations for excellence.

Action Step 1.2.1.4 Each institution increase funding from private sources.

Action Step 1.2.1.5 Within context of mission, each institution increase external grants and contracts for research.

Action Step 1.2.1.6 Seek appropriate funding for capital improvement needs, including external gifts and grants.

Action Step 1.2.1.7 Reallocate an average of 2 percent general funds annually.

Strategy 1.2.2.0 Continue flexibility of the Board and institutions to utilize funds to maintain and achieve competitiveness.

Action Step 1.2.2.1 Ensure appropriations are provided to the Board and institutions on a broad institutional basis rather than through line items.

Action step 1.2.2.2 Maintain efforts to ensure that program directions are not included in appropriations language.

Action step 1.2.2.3 Preserve efforts to exclude funding outside of state general fund or state infrastructure fund in the appropriations bills.

KEY RESULT AREA 2.0.0.0 ACCESS

KRA 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and eliminate impediments to access and retention at Regent institutions.

Strategy 2.1.1.0 Analyze and, where appropriate, make recommendations to increase access and retention at Regent institutions.

Action Step 2.1.1.1 Annually assess access to Regent institutions.

Action Step 2.1.1.2 Develop and implement effective strategies, with targets, for retention of students.

Action Step 2.1.1.3 Adopt and implement policy on distance education.

Action Step 2.1.1.4 Evaluate differential tuition policy for distance education.

Action Step 2.1.1.5 Raise the percentage of lowans possessing baccalaureate degrees to the national average.

Strategy 2.1.2.0 Increase access to Regent institutions through marketing strategies for each institution.

Action Step 2.1.2.1 Develop and implement effective marketing strategies.

Action Step 2.1.2.2 Increase collaboration and cooperation with other sectors of postsecondary education in marketing efforts.

Objective 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Strategy 2.2.1.0 Conduct targeted needs assessment in specific program areas and offer educational opportunities.

Action Step 2.2.1.1 Develop recommendations for ongoing assessment of distance education needs in Iowa.

Action Step 2.2.1.2 Explore collaboration with business, industry, Workforce Development, and other agencies and organizations and prepare a report with recommendations.

Action Step 2.2.1.3 Increase distance education enrollment substantially.

Strategy 2.2.2.0 Recognize the need of all Iowans for access to services provided by Regent institutions including health care services, extension, and services provided by the special schools.

Action Step 2.2.2.1 Advocate for resources needed to provide services.

Action Step 2.2.2.2 Delegate to President and leadership of the Clinical Enterprise authority to take actions to ensure access of Iowans to Iowa's comprehensive, tertiary health care center.

Action Step 2.2.2.3 As trustees of the University of Iowa Hospitals and Clinics, the Board receive comprehensive reports on the Clinical Enterprise.

Action Step 2.2.2.4 Monitor actions taken by SUI leadership to comply with the charge of the Board relative to Clinical Enterprise.

Action Step 2.2.2.5 Delegate to President and leadership of the extension program authority to take actions to ensure access of Iowans to Iowa's extension services.

Action Step 2.2.2.6 Assess adequacy of access to appropriate research and services.

Action Step 2.2.2.7 Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served.

KEY RESULT AREA 3.0.0.0 DIVERSITY
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KRA 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy 3.1.1.0 Perform annual review of the climate for diversity and the issue of educational and employment opportunity.

Action Step 3.1.1.1 Prepare recommendations to the Board of Regents to improve the climate for diversity and equal opportunity.

Action Step 3.1.1.2 Review Board policies, documents, and governance reports related to equal opportunity and diversity.

Action Step 3.1.1.3 Review relevant case law and statutes relating to equal opportunity.

Action Step 3.1.1.4 Collect and review peer group policies and practices.

Strategy 3.1.2.0 Develop and review governance processes and reports for impact on equal opportunity.

Action Step 3.1.2.1 Review the Board's mechanisms for monitoring progress, policies, and practices relating to diversity and equal opportunity.

Action Step 3.1.2.2 Review the timing of equal opportunity governance reports.

Action Step 3.1.2.3 Include information on diversity in all relevant governance reports.

Action Step 3.1.2.4 Analyze the completed governance reports for their diversity implications.

KEY RESULT AREA 4.0.0.0 ACCOUNTABILITY

KRA 4.0.0.0 **Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.**

Objective 4.1.0.0 **Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.**

Strategy 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board and institutional strategic plans.

Action Step 4.1.1.1 Develop and disseminate common institutional budget requests in an approved format for Board Office review.

Action Step 4.1.1.2 Prepare for the Board a review and recommendations of preliminary institutional operating budget proposals.

Action Step 4.1.1.3 Refine final recommendations for the Board of Regents regarding preliminary institutional operating budgets.

Action Step 4.1.1.4 Prepare recommendations for the Board on final detailed annual budgets.

Action Step 4.1.1.5 Approve all budget-ceiling increases.

Action Step 4.1.1.6 Prepare and recommend to the Board the appropriation requests for next fiscal year/biennium.

Strategy 4.1.2.0 Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

Action Step 4.1.2.1 Review and analyze progress on and modification of strategic plans from each institution for Board consideration.

Action Step 4.1.2.2 Review comprehensive fiscal report for prior year.

Action Step 4.1.2.3 Review institutional update of five-year strategic plans and present changes to Board of Regents for approval.

Objective 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Strategy 4.2.1.0 Establish an ongoing program and plan to improve operational efficiency and effectiveness.

Action Step 4.2.1.1 Each institution develop a schedule of reviews for all academic and non-academic units covering a 7-year period.

Action Step 4.2.1.2. Evaluate each unit's efforts at achieving greater efficiency and effectiveness in operations and procedures.

Action Step 4.2.1.3 Re-engineer processes as appropriate to improve efficiency and effectiveness.

Action Step 4.2.1.4 Each institution provide the Board of Regents with an annual report on the progress of the institution in achieving the goals of the plan.

Objective 4.3.0.0 Maintain and improve the quality of the institutions.

Strategy 4.3.2.0 Review annual budgets for adequacy in meeting operation and maintenance standards.

Action Step 4.3.2.1 Review and recommend changes in the institutional building repair budget allocation.

Action Step 4.3.2.2 Review and recommend changes in the institutional equipment budget allocation.

Action Step 4.3.2.3 Review and recommend changes in the institutional physical plant operation and maintenance.

Strategy 4.3.3.0 Seek additional funds to preserve and expand facilities and equipment.

Action Step 4.3.3.1 Review and recommend a list of capital needs for each institution in priority order, including funding.

Action Step 4.3.3.2 Develop matrix of all funds, capital expenditures and compare year-to-year trends.

Action Step 4.3.3.3 Review and recommend program for use of self-liquidating revenue bonds to build enterprise facilities.

Objective 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Strategy 4.4.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Action Step 4.4.1.1 Review existing data sources and measures of public understanding and confidence in the Board of Regents to identify common data elements desired.

Action Step 4.4.1.2 Develop processes to collect desired data on an annual basis utilizing existing institutional processes to the extent possible and initiating new processes as needed.

Action Step 4.4.1.3 Analyze communication plans for targeted audiences (e.g., elected officials and general public) and design the plans to improve understanding and increase confidence.

Action Step 4.4.1.4 Share communication document(s) which reflect support for and build understanding of Regent institutions with elected officials, candidates for public office, media, and the general public.

Strategy 4.4.2.0 Increase cooperation and collaboration among the Regent institutions and with other educational agencies, including community colleges and independent colleges and universities.

Action Step 4.4.2.1 Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board.

Action Step 4.4.2.2 Develop recommendations for joint/common budget initiatives as part of the annual legislative agenda.

Action Step 4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education.

Action Step 4.4.2.4 Explore opportunities for collaboration between the special school programs and LEA's, AEA's, and other state agencies that are providing programs/services to individuals between the ages of 0-22 years.

**BOARD OF REGENTS
STATE OF IOWA**

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.1.0 Strengthen undergraduate education at each Regent university and Educational programs of the special schools.

Key to Abbreviations:
 GR -- Governance Report
 (annual report to Regents)
 MGT -- Performance indicators
 developed by consultants
 GD -- General Docket item

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.1.1 Increase the percentage of undergraduate courses taught by senior faculty.	Presidents	November 1998	Annually May, December	Annually May, December	SUI 1.4 ISU 1.4 ISU 1.5	GR -- Faculty Productivity GR -- Institutional Strategic Plans MGT#1 -- % of undergraduate student hours taught by tenure track faculty at SUI and UNI MGT#2 -- % of senior faculty teaching undergraduates at SUI MGT#3 -- % of introductory courses taught by senior faculty at ISU and UNI MGT#4 -- % of senior faculty teaching at least 1 undergraduate course per academic year at ISU
1.1.1.2 Ensure class size is appropriate for subject matter being taught.	Presidents	December 1998	Annually December	E-1		GR -- Performance Indicators Report includes: MGT #5 -- average undergraduate class size.
1.1.1.3 Each university assess all academic programs at least once every seven years and report to the Board through appropriate						

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.1.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.	Presidents	November	Annually November, December	N-1	SUI 1.5 ISU 5.3 ISU 5.1 ISU 5.2 ISD 1.3 IBS 1.2.1 IBS 1.3.5	GR--institutional strategic plans (ISU and SUI). (Same as 1.1.2.4.) MGT#6 -- % of faculty using instructional technology at SUI and UNI. MGT#7 -- number of general assignment technology-equipped classrooms at SUI MGT#8 -- % of class sections in which computers are used as an integral part at ISU. MGT#9 --% of faculty who use computers at ISU. MGT#10 -- % of students with technology accessibility as part of their Individualized Education Plan at the special schools.
1.1.1.5 Each institution develop and implement English language proficiency standards for all teaching assistants.	Presidents**	Fall 1998	Each semester	Each semester		Iowa Code 262.9(25). **Certain actions have been delegated to university presidents which require periodic reporting to Board of Regents.
1.1.1.6 Each university report on the quality of undergraduate students in the enrollment report.	Presidents	Fall 1998	Annually November	Annually November	SUI 1.2	GR Enrollments (Part II). Annual report addresses quality, citing students' high school rank and standardized test scores
1.1.1.7 Special schools report to the Board annually on student outcomes.	Superintendents	Fall 1998	Annually November, December	Annually November, December	ISD 1.3; 2.3 IBS 1.3.2	MGT# 11 --special school student outcomes in annual strategic plans
1.1.1.8 Each institution under-takes efforts to ensure that curricula reflect internationalization and enhance global awareness.	Presidents	Spring 2001	Annually March	Annually March	To be revised	GR – International Agreements and Study Abroad

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

<u>Key Result Area:</u>	1.0.0.0	Become the best public education enterprise in the United States.
<u>Objective:</u>	1.1.0.0	Improve the quality of existing and newly created educational programs.
<u>Strategy:</u>	1.1.2.0	Strengthen the quality of graduate and professional education at Regent institutions within the unique mission of each institution.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	<u>Remarks</u> (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.2.1 Each university assess all academic programs at least once every seven years and report to the Board through appropriate governance reports.	Presidents	March 1998	Annually March	Annually March	SUI 1.6; 1.7; 2.3 UNI 1.1	GR -- annual Program Reviews (Same as 1.1.1.3.)
1.1.2.2 Focus graduate programs to conform to unique missions of each university.	Presidents	January 1998	As Needed		SUI 1.6	Annual Strategic Plan Progress Reports by Presidents
1.1.2.3 Recruit an outstanding, strong faculty to foster intellectual vitality for graduate programs.	Presidents	January 1998	Annually December	Annually December	SUI 3.1; 3.2; 3.3	GR--Faculty Salaries GR--Faculty Tenure GR-- number of faculty resignations (MGT #12).
1.1.2.4 Encourage innovation in teaching by increasing resources and strategies for effective use of new instructional technologies.	Presidents	December	Annually December		SUI 1.5 ISD 1.5 IBS 1.3.3; 1.3.4	Some MGT measures (6-9) are reported in the institutional strategic plans (ISU and SUI). (Same as 1.1.1.4.) MGT#6 --% of faculty using instructional technology at SUI and UNI MGT#7-- number of general assignment technology-equipped classrooms at SUI MGT#8 --% of class sections in which computers are used as an integral part at ISU MGT#9 -- % of faculty who use computers at ISU

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.2.5 Each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate).	Presidents	March 1999	Annually December	Annually December N-3	SUI 1.8; 2.4 ISU 1.6; 2.4	MGT#13 -- % of professional students passing licensure examinations for each university. GR--program reviews include student outcomes assessment(as appropriate) [Note: Accreditation reports typically have section on student performance.]
1.1.2.6 Each university report on the quality of professional and graduate students in the appropriate governance report.	Presidents	Fall 1998	Annually November	(Only SUI on MGT #14)	SUI 2.1	GR--enrollment (Part II) includes avg. GRE composite score of entering graduate students at the three universities.(MGT#14)

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.3.0 Include meritorious teaching as part of the reward structure relating to salary increases, promotion, tenure, and professional development leaves.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	<u>Remarks</u> (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.3.1 Implement and maintain faculty portfolios at Regent universities.	Presidents	May 1998	Annually May	Annually May	SUI 3.3 UNI 1.2 ISD 1.1.3	GR -- Faculty Activities Report (contains each institution's guidelines and criteria for faculty portfolios)
1.1.3.2 Report data in the relevant governance reports and presentations to the Board.	Presidents	January 1998	Annually December	Annually December	SUI 3.2; 7.3 ISU 1.7 UNI 3.1 ISD 1.1; 1.2 IBS 1.1.3	GR -- Faculty Salaries GR -- Faculty Tenure and Promotions GR -- Professional Development

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 1.0.0.0 Become the best public education enterprise in the United States.

Objective: 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy: 1.1.4.0 Strengthen research, creative work, and service by the Regent institutions.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.4.1 Each university enhance its research efforts consistent with its mission.	Presidents	April 1998	November 1998	Annually November	SUI 4.2; 4.3 ISU 2.1; 2.2; 6.1; 6.2 UNI 1.2	Relevant MGTs reported in annual strategic plans consistent with institutional missions. MGT#15 --relevant annual publication indices of SUI. MGT#16 --relevant citation indices at SUI. MGT#22 -- number of intellectual property disclosures at SUI. MGT#17 -- % of ISU faculty having one scholarly work published during the past three years. MGT#20 -- % of ISU faculty that are principal or co-principal investigators. MGT#23 -- number of new technologies licensed by ISU. MGT#24 --number of ISU's new licenses generating revenues and total revenues generated.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.1.4.2 Each university increase sponsored research consistent with its mission.	Presidents	April 1998	November 1998	Annually November	SUI 4.1 ISU 1.1; 2.2; 2.3; 4.2	GR -- Technology Transfer and Economic Development Report (SUI, ISU, UNI) and GR -- Strategic Plan for ISU and SUI (includes MGTs 18-24) Examples: MGT#18 -- sponsored funding per year at SUI and ISU. MGT#19 -- number of yearly external funding proposals (SUI) MGT #20 -- % of faculty as principal or co-principal investigators at ISU. MGT #21 -- sponsored funding per faculty member at ISU.
1.1.4.3 Each institution increase its service to lowans, nation, and world.	Presidents and Superintendents	April 1998	November 1998	Annually November And December (Perform- ance Indicator Report)	SUI 6.2; 6.4; 6.8 ISU 3.1; 3.2; 3.3; 6.3 UNI 1.3 ISD 1.4 IBS 1.1.4	GR -- SUI strategic plan includes following MGTs: MGT#25 -- number of non-degree enrollments at SUI (SUI strategic plan); also MGT#26 --number of sites served by Hancher programming MGT#27 -- number of annual visits to SUI health science centers GR -- Distance Education includes: MGT#28, the enrollment in credit/noncredit courses offered through extended and continuing education MGT#29 -- number of extension clients served [also in ISU strategic plan] MGT#30 --availability of off-campus courses (UNI st plan).

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

<u>Key Result Area:</u>	1.0.0.0	Become the best public education enterprise in the United States.
<u>Objective:</u>	1.2.0.0	Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.
<u>Strategy:</u>	1.2.1.0	Assure that the funding base is diverse and is consistent with the Board's aspirations for institutional excellence.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.2.1.1 Maintain the confidence and support of the public by each institution utilizing existing financial resources efficiently and effectively.	Presidents and Superintendents	January 1998	Annually December	Annually December	UNI 4.3 IBS 3.1.1	GR – Annual Performance Indicators Report (See also KRA 4.0.0.0 on pages 56 to 66.) GR -- Comprehensive Fiscal Report.
1.2.1.2 Continue the Board's long-standing practice of seeking state appropriations annually at a level at least 3 percentage points above growth in the Higher Education Price Index (HEPI).	Board	January 1998	Annually September	Annually September		GR -- Tuition Requests includes MGT #31 --state appropriations request relative to HEPI.
1.2.1.3 Establish tuition and fees annually not only to keep pace with HEPI but support aspirations for excellence.	Board	January 1998	Annually September	Annually September		This is consistent with Board policy adopted 12/18/97. GR -- Annual Tuition Rates and Fees covers MGT #32, the growth in undergraduate tuition and fees relative to HEPI.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.2.1.4 Each institution increase funding from private sources.	Presidents and Superintendents	December	Annually December	Annually December	SUI 6.1	GR--Affiliated Organizational Governance Reports and/or part of budgeting process. GR -- Annual Indicators Report includes MGT#33 -- number of annual contributors and dollar value of contributions
1.2.1.5 Within context of mission, each institution increase external grants and contracts for research.	Presidents and Superintendents	January 1998	Annually November	Annually November	SUI 4.1	GR -- Technology Transfer includes MGT#34, SUI and ISU report of external grants and contracts GR -- SUI, ISU Strategic Plans GR -- monthly reports on gifts and grants.
1.2.1.6 Seek appropriate funding for capital improvement needs, including external gifts and grants.	Executive Director, Presidents, and Superintendents	January 1998	Annually June	Annually June	SUI 7.2 UNI 4.1 ISD 3.3 IBS 3.1.2	GR -- 5-year capital plans and annual capital requests. MGT#35 -- amount of capital improvement funds requested and received (4.3.3.1). MGT#36 -- deferred maintenance backlog and expenditures (4.3.1.1).
1.2.1.7 Reallocate an average of 2 percent general funds annually.	Presidents and Superintendents	January 1998	Through FY 2001	Annually December (Performance Indicators)		GR -- institutional budgeting process. MGT#37 -- % of resources reallocated annually. (See also KRA 4.0.0.0)

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

<u>Key Result Area:</u>	1.0.0.0	Become the best public education enterprise in the United States.
<u>Objective:</u>	1.2.0.0	Obtain and maintain annual budgets sufficient to support Regent and institutional strategic plans and initiatives.
<u>Strategy:</u>	1.2.2.0	Continue flexibility of the Board and institutions to utilize funds to maintain and achieve competitiveness.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
1.2.2.1 Ensure appropriations are provided to the Board and institutions on a broad institutional basis rather than through line items.	Executive Director, Presidents, Superintendents	2 nd Tuesday following 1 st Monday in January	Jan.-May annually	Jan.-May annually	ISD 2.2 IBS 3.1.2	Actions taken by persons responsible when needed in response to actions by legislature and Governor.
1.2.2.2 Maintain efforts to ensure that program directions are not included in appropriations language.	Board, Executive Director, Presidents, and Superintendents	See above (Governor presents budget)	Jan.-May annually	Jan.-May annually		Same as 1.2.2.1
1.2.2.3 Preserve efforts to exclude funding outside of state general fund or state infrastructure fund in the appropriations bills.	Board, Executive Director, Presidents, and Superintendents	Same as 1.2.2.1; 1.2.2.2.	Jan.-May annually -- completion of legislative session	Jan.-May annually -- completion of legislative session		Same as 1.2.2.1

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

<u>Key Result Area:</u>	2.0.0.0	Provide access to educational, research, and service opportunities within the missions of the Regent institutions.
<u>Objective:</u>	2.1.0.0	Annually assess educational opportunities, tuition policy, and financial aid policy to identify and to eliminate impediments to access and retention at Regent institutions.
<u>Strategy:</u>	2.1.1.0	Analyze, and where appropriate, make recommendations to increase access and retention to Regent institutions.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.1.1.1 Annually assess access to Regent institutions.	Executive Director and Presidents	October 1998	Annually December	December 1998 (first time)	SUI 5.1 ISD 2.1 IBS 1.1.1; 1.1.2	GR -- Annual Enrollments includes MGT#38 --fall enrollment by level, age and residency at each university. GR -- Distance Education GR -- Student Financial Aid includes MGT #39 -- number and dollar value of resident undergraduates receiving financial aid (need and non-need based). GR -- Distance Education (including Regional Centers) GR -- Graduation and Retention Rates

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g., opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.1.1.2 Develop and implement effective strategies, with targets, for retention of students.	Presidents	January 1998	Annually November	E-3	SUI 5.1	GR -- Graduation and Retention Rates
2.1.1.3 Adopt and implement policy on distance education.	Presidents and Superintendents	October 1997	Annually October	E-4		GR -- Distance Education
2.1.1.4 Evaluate differential tuition policy for distance education.	Executive Director	January 1998	July 1998	October 1998		GR -- Institutional Distance Education strategic plans
2.1.1.5 Raise the percentage of lowans possessing baccalaureate degrees to the national average.	Board, Executive Director, and Presidents	January 1998	Annually October	Annually October E-5		GR -- Distance Education Report includes study of baccalaureate degree holders staying in Iowa

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective: 2.1.0.0 Annually assess educational opportunities, tuition policy, and financial aid policy to identify and eliminate impediments to access and retention at Regent institutions.

Strategy: 2.1.2.0 Increase access to Regent institutions through marketing strategies for each institution.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicator	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.1.2.1 Develop and implement effective marketing strategies.	Presidents, Superintendents	February 1998	Annually November	Annually November	SUI 5.2 IBS 1.1	GR – Enrollment Reports GR – Graduation and Retention Rates
2.1.2.2 Increase collaboration and cooperation with other sectors of postsecondary education in marketing efforts.	Executive Director and Presidents	January 1998	Annually November	E-6	SUI 6.6 ISU 3.4	Through ongoing actions yet to occur; will be reported by Iowa Coordinating Council for Post-High School Education GR – Graduation and Retention Rates

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 2.0.0.0 Provide access to educational, research, and service opportunities within the missions of the Regent institutions.

Objective: 2.2.0.0 Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.

Strategy: 2.2.1.0 Conduct targeted needs assessment in specific program areas and offer educational opportunities.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicator	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.2.1.1 Develop recommendations for ongoing assessment of distance education needs in Iowa.	Executive Director and Presidents	February 1998	October 1998 and annually thereafter	October 1998		GR--Strategic Plans for Distance Education
2.2.1.2 Explore collaboration with business, industry, Workforce Development, and other agencies and organizations and prepare a report with recommendations.	Executive Director and Presidents	February 1998	September 2000	E-7		Iowa Council for Coordination of Post-High School Education has established an Advisory Committee on Distance Education for this purpose
2.2.1.3 Increase distance education enrollment substantially.	Presidents	January 1998	October 2003 and Annually October	N-4	SUI 6.2; 6.3	GR – Distance Education Report, which covers MGT#40 -- off-campus student enrollment in degree programs GR -- Fall Enrollment

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

<u>Key Result Area:</u>	2.0.0.0	Provide access to educational, research, and service opportunities within the missions of the Regent institutions.
<u>Objective:</u>	2.2.0.0	Evaluate annually and, where appropriate, make recommendations to meet relevant educational and service needs of the state.
<u>Strategy:</u>	2.2.2.0	Recognize the need of all Iowans for access to services provided by Regent institutions including health care services, extension, and services provided by the special schools.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.2.2.1 Advocate for resources needed to provide services.	Executive Director, President, and Superintendents	July	September	July/Sept.	UNI 3.2 ISD 4.4	GR --Budget Requests
2.2.2.2 Delegate to President and leadership of the Clinical Enterprise authority to take actions to ensure access of Iowans to Iowa's comprehensive, tertiary health care center.	SUI President	January 1998	Quarterly	Quarterly		The university is engaged in various planning and management activities designed to achieve action.
2.2.2.3 As trustees of the University of Iowa Hospitals and Clinics, the Board receives comprehensive reports on the Clinical Enterprise.	Board	January 1998	Quarterly	Quarterly		G.D. -- Quarterly Reports
2.2.2.4 Monitor actions taken by SUI leadership to comply with the charge of the Board relative to Clinical Enterprise.	Executive Director	January 1998	Quarterly	Quarterly		The Board liaison group will meet periodically and make reports.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
2.2.2.5 Delegate to President and leadership of the extension program authority to take actions to ensure access of lowans to Iowa's extension services.	ISU President	January 1998	Annually November	Annually November		GR -- ISU President (annual)
2.2.2.6 Assess adequacy of access to appropriate research and services.	Presidents and Superintendents	January 1998	Annually October	Annually October	SUI 6.7 ISD 4.1 IBS 1.1	GR -- Annual and Quarterly Institutional Reports GR -- Institutional Strategic Plans GR -- Distance Education (annual)
2.2.2.7 Encourage development of strategic alliances to increase access to services as measured by annual reports of individuals served.	Executive Director, Presidents, and Superintendents	January 1998	Annually December	N-5	SUI 6.6; 7.4; 7.5 ISD 4.5 IBS 1.1.4	Currently provided in various governance reports from universities, special schools, and UIHC.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective: 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy: 3.1.1.0 Perform annual review of the climate for diversity and the issue of educational and employment opportunity.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date		Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
3.1.1.1 Prepare recommendations to the Board of Regents to improve the climate for diversity and equal opportunity.	Executive Director, Presidents, and Superintendents	February 1998	May 1999 and annually thereafter	December 1998 (first report)	UNI 2.2 ISD 1.6 IBS 2.1	GR -- Annual Report on Diversity
3.1.1.2 Review Board policies, documents, and governance reports related to equal opportunity and diversity.	Executive Director	February 1998	May 1999 and annually thereafter	December 1998	ISU 4.2	GR -- Affirmative Action GR -- College Bound Program GR -- Minority and Women Educators' Enhancement Program GR -- Minority Academic Grants for Academic Success GR -- Faculty Resignations
3.1.1.3 Review relevant case law and statutes relating to equal opportunity.	Executive Director and University Counsels	February 1998	May 1999 and annually thereafter	December 1998		Presentations to be given by appropriate institutional officials and Attorney General's office.
3.1.1.4 Collect and review peer group policies and practices.	Executive Director, Presidents, and Superintendents	January 1998	December annually	December annually N-6		GR -- Annual Report on Diversity

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 3.0.0.0 Establish policies to encourage continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Objective: 3.1.0.0 Reaffirm or revise Board policy to ensure continuous improvement of the climate for diversity and ensure equal educational and employment opportunities.

Strategy: 3.1.2.0 Develop and review governance processes and reports for impact on equal opportunity.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
3.1.2.1 Review the Board's mechanisms for monitoring progress, policies, and practices relating to diversity and equal opportunity.	Board, Executive Director, Presidents, and Superintendents	January 1998	May 1999	December 1998	IBS 2.1.1	GR -- Annual Report on Diversity
3.1.2.2 Review the timing of equal opportunity governance reports.	Executive Director	January 1998	May 1999	December 1998		GR -- Annual Report on Diversity
3.1.2.3 Include information on diversity in all relevant governance reports.	Executive Director, Presidents, and Superintendents	December 1998	Annually December	Annually December	SUI 1.1 ISU 1.1; 1.2; 4.1; 4.2 ISD 1.6 IBS 2.1.2	GR -- Enrollment Report as well as GR -- Faculty Tenure contain MGT #41 (the percentage of student body, faculty, and staff that are minority) GR -- Institutional Strategic Plans GR -- Graduation and Retention; also universities' strategic plans for MGT #42 (retention and graduation of minority undergraduates).
3.1.2.4 Analyze the completed governance reports for their implications for diversity.	Executive Director	January 1998	Annually December	Annually December	SUI 5.1 ISU 4.3 UNI 2.2 IBS 2.1.3	GR -- Annual Report on Diversity

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

- Key Result Area:** 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.
- Objective:** 4.1.0.0 Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.
- Strategy:** 4.1.1.0 Annually review and approve institutional resource allocations and reallocations, consistent with and supportive of the Board and institutional strategic plans.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.1.1.1 Develop and disseminate common institutional budget requests in an approved format for Board Office review.	Executive Director, Presidents, and Superintendents	May	Annually May/June	Annually May/June	UNI 3.2 IBS 3.1.2	GR -- Budget Requests
4.1.1.2 Prepare for the Board a review and recommendations of preliminary institutional operating budget proposals.	Executive Director	April	Annually May	Annually May		GR -- Preliminary proposals from the universities for budget policies for the upcoming year. (May) Reviewed by Board Office and recommendations made. Proposed budgets are reviewed for consistency with Board and GR -- Institutional Strategic Plans

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.1.1.3 Refine final recommendations for the Board of Regents regarding preliminary institutional operating budgets.	Executive Director	May	Annually June	June		GR -- Preliminary budgets reviewed and approved; then become Operating Budgets of institutions.
4.1.1.4 Prepare recommendations for the Board on final detailed annual budgets.	Executive Director	June	Annually July	July		GR -- Detailed operating budgets for the upcoming fiscal year.
4.1.1.5 Approve all budget-ceiling increases.	Board	May	May	May		GR -- Preliminary Operating Budget received, reviewed, and approved (usually during last quarter of year).
4.1.1.6 Prepare and recommend to the Board the appropriation requests for next fiscal year/biennium.	Executive Director, Presidents, and Superintendents	July/ September	Annually September	September	UNI 3.4 ISD 2.2 IBS 3.1.2	These appropriation requests are for the subsequent fiscal year or biennium. Preliminary consideration is scheduled for the Board in July with final action in September.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

<u>Key Result Area:</u>	4.0.0.0	Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.
<u>Objective:</u>	4.1.0.0	Annually review institutional strategic plans for consistency with Regent strategic plan in support of Regent-wide and institutional initiatives.
<u>Strategy:</u>	4.1.2.0	Annually examine outcomes of strategic plan initiatives and resource investment to verify the level of achievement of strategic plans.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.1.2.1 Review and analyze progress on and modification of strategic plans from each institution for Board consideration.	Executive Director, Presidents, and Superintendents	November	Annually December	Annually December	UNI 4.1; 4.2 ISD 4.2; 4.3	GR --Institutional Strategic Plans (and Performance Indicators) -- in November GR -- Institutional Strategic Plans considered and approved (modified as needed) -- December
4.1.2.2 Review comprehensive fiscal report for prior year.	Board and Executive Director	October	Annually October	October		GR -- Comprehensive Fiscal Report
4.1.2.3 Review institutional update of five-year strategic plans and present changes to Board of Regents for approval.	Executive Director	November	December every 5 years	December		GR --Institutional Strategic Plans GR -- Board's Strategic Plan

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.

Strategy: 4.2.1.0 Establish an on-going program and plan to improve operational efficiency and effectiveness.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.2.1.1. Each institution develop a schedule of reviews for all academic and non-academic units covering a 7-year period.	Presidents and Superintendents	January 1998	Annual report will be made of units reviewed.	Annual report will be made of units reviewed	UNI 1.1 IB S 1.2	GR -- Program Reviews
4.2.1.2 Evaluate each unit in terms of efforts at achieving greater efficiency and effectiveness in operations and procedures.	Presidents and Superintendents	January 1998	Annual report will be made of units reviewed.	Annual report will be made of units reviewed.		GR --Program reviews GR -- Comprehensive Fiscal Report includes, but is not limited to, energy conservation, space utilization, technology utilization, business operations. GR -- Tuition Report includes cost per student (MGT #43)
4.2.1.3 Re-engineer processes as appropriate to improve efficiency and effectiveness.	Presidents and Superintendents	As necessary	May-July (pre fiscal year)	July-Oct. (reflects past FY)	ISU 4.5 UNI 2.3	GR -- Comprehensive Fiscal Report
4.2.1.4 Each institution provide the Board of Regents with an annual report of increased efficiency and effectiveness.	Executive Director, Presidents, and Superintendents	FY 1998	Annually May/June	July-Oct.		GR -- Institutional budgets, which include information on the 2 percent reallocations.(May and June)

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ACTION PLAN

<u>Key Result Area:</u>	4.0.0.0	Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.
<u>Objective:</u>	4.3.0.0	Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.
<u>Strategy:</u>	4.3.1.0	Adopt standards for preserving usefulness of facilities.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	<u>Remarks</u> (e.g., opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.1.1 Review and recommend needed changes to the standards for maintenance of basic building and infrastructure integrity to avoid deferred maintenance.	Executive Director	February	Annually August	November	SUI 7.2 UNI 3.3 ISD 3.1	GR -- Deferred Maintenance Report includes MGT # 36 -- deferred maintenance backlog and expenditures
4.3.1.2 Review and recommend needed changes to the standards for avoiding functional obsolescence of facilities.	Executive Director	February	Annually August	November		GR -- Deferred Maintenance Report

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.1.3 Review and recommend needed changes to the standards for meeting fire and environmental safety requirements.	Executive Director	February	Annually August	November	ISD 3.2	The State Fire Marshal has a major role in the setting of standards. The chief business officers and directors of facilities at the institutions will have a major role in the development of the recommendations. The effort is to include recommendations on OSHA and other governmental safety requirements. GR -- Fire and Environmental Safety Report

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ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

Strategy: 4.3.2.0 Review annual budgets for adequacy in meeting operation and maintenance standards.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.2.1 Review and recommend changes in the institutional building repair budget allocation.	Executive Director, Presidents, and Superintendents	May	Annually July	July/Sept.*	UNI 3.3 ISD 3.1	1) *Budget Requests July and September 2) *Finalization of budget May-July
4.3.2.2 Review and recommend changes in the institutional equipment budget allocation.	Executive Director, Presidents, and Superintendents	May	Annually July	July/Sept.*		MGT#6 --- % of faculty using instructional technology at SUI and UNI MGT#7 -- number of general assignment technology-equipped classrooms at SUI MGT#8 -- % of class sections with computers at ISU MGT#9 -- % of faculty who use computers at ISU MGT#10 -- % of students with technology accessibility (IEP plans) at special schools
4.3.2.3 Review and recommend changes in the institutional physical plant operation and maintenance.	Executive Director, Presidents, and Superintendents	May	Annually July	July/Sept.*	ISD 3.1	Related to 4.3.1.1. These efforts should be considered during development of the annual operating budgets and the legislative budget requests.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.3.0.0 Maintain and acquire physical facilities and equipment to meet stewardship responsibilities and changing institutional needs resulting from annual goal-setting and monitoring.

Strategy: 4.3.3.0 Seek additional funds to preserve and expand facilities and equipment.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.3.3.1 Review and recommend a list of capital needs for each institution in priority order, including funding.	Executive Director	July	Annually September	September		MGT #35 -- amount of capital improvement funds requested and received) GR -- 5 Year Capital Plan
4.3.3.2 Develop matrix of all funds, capital expenditures and compare year-to-year trends.	Executive Director	May	Annually September	October		GR -- Comprehensive Fiscal Plan
4.3.3.3 Review and recommend program for use of self-liquidating revenue bonds to build enterprise facilities.	Board and Executive Director	Continuous as required	Scheduled as Needed	3 times annually		GR -- Annual Bond Audits to Banking Committee.

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ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Strategy: 4.4.1.0 Implement an annual comprehensive communications program with elected officials and the residents of Iowa.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.4.1.1 Review existing data sources and measures of public understanding and confidence in the Board of Regents to identify common data elements desired.	Executive Director, Presidents, and Superintendents	March 1998	Annually May	E-8	UNI 4.2 ISD 4.4	Regent Information Committee will be convened to address these issues.
4.4.1.2 Develop processes to collect desired data on an annual basis utilizing existing institutional processes to the extent possible and initiating new processes as needed.	Executive Director, Presidents, and Superintendents	June 1998	Annual report will be made of units reviewed.	Annual report will be made of units reviewed.	SUI 5.2	The inter-institutional budget preparation committee ("Toledo Society") will be involved in this endeavor.
4.4.1.3 Analyze communication plans for target audiences (i.e., elected officials and general public) and design the plans to improve understanding and increase confidence.	Executive Director, Presidents, and Superintendents	November 1998	Annually November	September N-7	SUI 6.6 UNI 4.3	Annual Communication Plan developed
4.4.1.4 Share communication document(s) which reflect support for and build understanding of Regent institutions with elected officials, candidates for public office, media, and the general public	Executive Director	September 1998	Annually July/August	September N-7		Annual Communications Plan will be developed and implemented, including Newsletter, Website, and Outreach Activity.

BOARD OF REGENTS STATE OF IOWA

ACTION PLAN

Key Result Area: 4.0.0.0 Meet the objectives of the Board and institutional strategic plans and provide effective stewardship of the institutions' state, federal, and private resources.

Objective: 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Strategy: 4.4.2.0 Increase cooperation and collaboration among the Regent institutions and with other educational agencies, including community colleges and independent colleges and universities.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.4.2.1 Identify existing institutional cooperative/collaborative programs to form baseline data and develop a reporting format to the Board.	Executive Director, Presidents and Superintendents	March 1998	Annually September	October	IBS 1.1.4	GR -- Iowa Coordinating Council for Post-High School Education. GR -- Institutional Strategic Plans for Distance Education.
4.4.2.2 Develop recommendations for joint/common budget initiatives as part of the annual legislative agenda.	Executive Director, Presidents and Superintendents	June 1998	September 1998 and annually in May or June	June		GR--Interinstitutional Committee on Educational Coordination. GR --Iowa Coordinating Council for Post-High School Education.

Action Steps (Numbered)	Who Responsible (*Lead person)	Starting Date	Scheduled Completion or Monitor Date	Actual Completion Date	Institutional Strategic Plan Indicators	Remarks (e.g. opportunities or problems uncovered; talents or weaknesses revealed; coordinated efforts required)
4.4.2.3 Explore opportunities for partnership among the Regent institutions and with other sectors of education.	Executive Director, Presidents and Superintendents	January 1998	October	October	ISD 4.5	GR -- Strategic Plan for Distance Education GR -- Iowa Coordinating Council for Post-High School Education
4.4.2.4 Explore opportunities for collaboration between the special school programs and LEA's, AEA's, and other state agencies that are providing programs/services to individuals between the ages of 0-22 years.	Executive Director and Superintendents	Start on immedi-ately and annually review	December	November	SUI 5.3 ISD 4.5 IBS 1.1.4	GR -- Annual Reports of IBSSS and ISD.